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ABSTRACT

An elementary school teacher implemented a practicum designed to: (1) provide a curriculum for a before and after school day care program serving primary school students; and (2) solve problems encountered in the implementation of a pilot school-age child care program. A review of the literature indicated that few curriculums had been developed for school-age children in day care programs. Many programs were modeled on preschool programs, even though the needs of school-age and preschool children vary. The specific goal of the intervention was to produce a well-organized and well-supervised curriculum and program that met the developmental needs of school-age children. The Star Team curriculum, which was constructed in the form of a menu, was developed and implemented. The menu format offered the advantages of flexibility, adaptability, and variety. The goal of the curriculum was to provide opportunities for kindergarten children and primary school students in grades one, two, and three to learn about themselves and others in an informal setting. Practicum evaluation data indicated that participating children improved scores on pre- and post-evaluation instruments. The curriculum is appended. (RH)

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PRACTICUM REPORT

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DEVELOPING AND IMPLEMENTING A CURRICULUM FOR THE BEFORE/AFTER SCHOOL CHILD CARE PROGRAM

BY

NINA W. WEBB

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NOVA UNIVERSITY

Developing and Implementing a Curriculum for the Before/After School Child Care Program

by

Nina W. Webb

Cluster XVI

A Practicum Report Presented to the Ed. D. Program
in Early Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY
1988

PRACTICUM APPROVAL SHEET

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Approved:

6/29/88
Date of Final Approval of Report

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TABLE OF CONTENTS

	Page
TABLE OF CONTENTS	iii
LIST OF TABLES	v
LIST OF FIGURES	vi
ABSTRACT	vii
Chapter	
I. INTRODUCTION	1
Description of Community	1
Writer's Role and Responsibilities	1
II. STUDY OF THE PROBLEM	4
Problem Description	4
Problem Documentation	5
Analysis of the Causes	6
Relation of the Problem to the Literature	9
III. ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS	12
Goals and Expectations	12
Behavioral Expectations	12
Standards of Performance	13
Assessment Instruments	14
Description of Plans for Analyzing Results	16
IV. SOLUTION STRATEGY	19
Discussion and Evaluation of Possible Solutions	19

Chapter		Page
	Description and Justification for Solution Selected	21
	Report of Action Taken	26
V.	RESULTS, CONCLUSIONS, AND RECOMMENDATIONS	29
	Results	29
	Conclusions	37
	Recommendations	38
	Dissemination	39
REFERENCES		40
APPENDICES		44
A	THE STAR TEAM A CURRICULUM FOR THE BEFORE/AFTER SCHOOL CHILD CARE PROGRAM	44
B	CALENDAR	67

LIST OF TABLES

Table		Page
1	Comparison of Outcomes and Evaluation Instruments	17
2	Percent of Children Who Improved on the Human Developmental Profile	30
3	Percent of Children Who Improved on the Personality Total Adjustment Score	30
4	Percent of Children Who Improved on the Yellow Brick Road or President's Physical Fitness Test	32
5	Results of Monitoring Reports	38

LIST OF FIGURES

Figure		Page
1	Grades One, Two, and Threes Students Who Earned C or Better on Report Card	32
2	Kindergarten Students Who Earned S on Report Card	33
3	Parent Attendance at Parent Group Functions	35
4	Volunteer Hours	37

ABSTRACT

Developing and Implementing a Curriculum for a Before/After School Child Care Program. Webb, Nina W., 1988: Practicum Report, Nova University Ed. D. Program in Early Childhood.
Descriptors: School-Age Child Care/Student Centered Curriculum/Day Care/Early Childhood Education/Day Care Centers/Elementary School Students

The focus of this practicum was to develop and implement a curriculum for the Before/After School Child Care Program. A review of the literature found few curriculums designed for school-age children in day care programs. Often preschool programs are the model used when organizing school-age programs, although the needs of the two groups are quite different. The goal of this practicum was to develop a curriculum that met the developmental needs (emotional, social, physical, and intellectual) of young school-age children and answer the criticism directed at the pilot program, that of poor programming and supervision of children.

A curriculum, The Star Team, was developed and implemented. This curriculum was constructed in the form of a menu with activities designed to facilitate growth emotionally, socially, physically, and intellectually. This menu format offered the advantages of flexibility, adaptibility, and variety.

The children participating in the practicum demonstrated growth in each domain (emotional, social, physical, and intellectual) as measured on pre and postevaluation instruments. The program was graded "compliance met" in all areas on monitoring reports.

CHAPTER I

INTRODUCTION

Description of Community

Four decades ago this coastal county in a southern state was a quiet agricultural community with an economy based on citrus growing supplemented by commercial fishing, cattle, and tourism. It contained no major urban center. Three small towns were located along the main highway that traveled the 71.3 mile length of the county, the average width of which is only 18 miles.

With the dawn of the Space Age, the county was changed forever. During the years from 1950 to 1960, this county was the area with the greatest increase in population in the entire United States. By 1960 the population was 111,000. In 1970 the population had reached 230,000. By 1984 the population was 323,055 and of that total 26,216 were black. By 1985 there was a blend of agricultural pursuits and high technological industry in the county. It was the home of one of the federal government's prime test centers. The state's top industrial employer was located here. A survey taken in 1978 found the population was highly educated; 32% held college or post graduate degrees and had a high income; one-fourth earned above $20,000 per year. Students from this county ranked number one in the state in percentage of students who went to college.

Writer's Role and Responsibilities

As an elementary school teacher in a public school, the writer was aware that each year in her class some children wore keys and were called "latchkey children."

Although Jeremiah never wore a key during his year in the writer's second grade class, he was the one who caused her to become interested in the plight of the latchkey child. No matter how early the writer arrived at school in the morning, he would already be there waiting by the classroom door. Often he would be dressed inappropriately for the weather; occasionally he would be wearing the same clothes that he had worn the previous day. His mother left for work before Jeremiah awoke. He and his elementary age brothers were responsible for getting themselves up, fixing their own breakfast, and coming to school. Often Jeremiah came to school without breakfast.

At the Nova University Summer Institute held in Washington, DC, the writer heard an address by Long (1985) and she remembered Jeremiah. She made a personal commitment to endeavor to establish extended day care at elementary schools in her community. Upon returning home, the writer learned of a Latchkey Advocacy Committee (LAC) working toward the same goal. She volunteered her services to the group.

The LAC had formed in August 1984 after a survey taken by the YMCA had reported a need for after-school care for nearly 2,000 children in the county. The LAC worked for 10 months establishing the need for school-age child care in this county and presented its report to the superintendent of schools in May 1985. The LAC recommended a school-age child care program on a 1-year trial basis for the school year 1985-86 in three elementary schools.

In August 1985, the school board awarded a contract to the county child care association to operate the first Before/After School Child Care Program in the county. The program was located in the school's cafeteria at

each of the three sites. The school board then approved the program for another year.

The writer taught a second-grade class at a school where the program was directly operated by the child care association. She has a total of 8 years of teaching experience and has had previous teaching experiences in kindergarten and in special education. The writer holds a bachelor of science degree in elementary education, is certified in early childhood education and administration, and holds a master's degree in exceptional child education with specialty in emotionally disturbed (handicapped). A certified Gesell examiner, the writer is certified by the Southern Association of Colleges and Schools to participate in Southern Association visitations. The writer and her husband own and operate a small citrus grove producing grapefruit and oranges. The writer is a licensed pilot. Volunteer activities have included Boy Scout Den Mother, Brownie Leader, Girl Scout Leader, County Council of PTA's President, State PTA District Vice President, lobbyist at the State Legistature, member of the county Democratic Executive Committee, and member and chairperson of the Advisory Committee for the Before/After School Child Care Program.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

During the school year 1984-1985, all 67 school district superintendents in the state were surveyed to determine the extent of school district involvement in school-age child care. Of the 67 school districts, 19 (or 28%) reported involvement in some form of school-age child care program. At that time the writer's district reported no program (Florida House of Representatives, 1985).

In 1984, a survey taken by the YMCA reported a need in the county for after-school care for nearly 2,000 children (Latchkey Advocacy Committee, 1985). On August 27, 1985 the district school board responded by awarding a contract to the local child care association to operate a Pilot School-Age Child Care Program (School Board Minutes, August, 1985).

The Pilot School-Age Child Care Program which began in October 1985 provided services in three elementary schools in the county. The YMCA contracted to provide the services at two sites. One site was directly operated by the child care association. Eighty-seven children, K-6, were served during the pilot year of the program. As in any endeavor, there were programmatic, operational, and administrative concerns and problems to resolve (Child Care Association of Brevard County, 1986).

In the Summary of Identified Problems (Child Care Association of Brevard County, 1986), problem 8 addressed programming/supervision of children stating that a school board member, principal's comments, and the last monitoring report reflected poor programming and supervision of children. The problem was the lack of a curriculum designed to meet the

developmental needs (emotional, social, physical, and intellectual) of school-age children in the Before/After School Child Care Program.

Problem Documentation

The Pilot School-Age Child Care Program officially began October 10, 1985. A report from the child care association submitted to the school board on March 21, 1986 stated that the available data indicated successful achievement of the pilot project's goals and objectives (Child Care Association of Brevard County, 1986). The program was approved for a second year by the school board on May 13, 1986 (School Board Minutes, May, 1986).

On June 12, 1986 the writer met with the director of programs for the child care association. At that meeting the director of programs verified the need for a curriculum designed to meet the developmental needs (emotional, social, physical, and intellectual) of children in the Before/After School Child Care Program. Programs, including curriculum, were received from other school-age child care organizations; but, due to lack of time and sheer magnitude of the pilot project, no curriculum was written to meet the needs of the program at the site directly run by the child care association (A. Cope, personal communication, June 12, 1986).

Prime Time, a curriculum developed by the YMCA, was used at the program sites operated by the YMCA. This curriculum, while acknowledging the different developmental levels of 5-year-olds and 12-year-olds, attempted to reach a middle ground. Staff members were charged with the task of adapting the curriculum to be appropriate to the skill levels and interests of the children in their particular group (YMCA, 1982).

Analysis of the Causes

The need for care for young school-age children when school is not in session is one of the fastest growing family problems in the United States (Baden, Genser, Levine, & Seligson, 1982). Significant social changes have occurred affecting family life patterns in the United States. Today fewer children live in a family with father as the sole wage earner, mother at home, and the support of an extended family nearby (Long & Long, 1983).

Women, many of whom are mothers, have joined the work force. In her opening statement to a congressional hearing on the issue of school-age child care, Senator Hawkins (Congress of the United States, 1984) stated that while the exact statistics were not available, it was known that 60% of school-age children had a mother in the work force today. At the same hearing, Senator Riegle testified that according to the U. S. Civil Rights Commission, from 1950 to 1980 the labor force participation of wives with children under the age of 18 increased from 18% to 54%. Their projection is that by the year 2000 72% of women will be working. Fifteen million children between the ages of 6 and 13 had working mothers in 1981, or nearly 66% of all the mothers with children in this age group. Seventy-nine percent of working mothers with school-age children work full time .

Increasingly, families are reliant on two incomes and cannot afford to have a parent at home. Twenty-seven percent of working married women have husbands who earn less than $10,000; 51% have husbands who earn less than $15,000; and 73% have husbands who earn less than $20,000.

Another dramatic change in the last 20 years is the increase of families with a single parent. Statistics from the U. S. Bureau of Census

reveal that in 1981 50% of all children, or 12.6 million, lived with a single parent; additionally, 90% of those parents were mothers. It is estimated that 50% of all children will spend some part of their childhood in a single parent household (Congress of the United States, 1984).

As a result of these changes in the social structure, day care for infants, toddlers, and preschoolers has become a valuable service for children and their parents. Little planning, however, has been done for school-age children when school is not in session and their parents are not available (Bender, Flatter, & Elder, 1984).

The label of "latchkey" children has been coined by some writers and researchers to describe children who are regularly left unattended or in the care of an underage sibling during their out-of-school hours (Long & Long, 1983). These children between the ages of 6 and 12 are not old enough to care for themselves before and after school, on school holidays, and during school vacations (Bender, et al.,1984).

In the writer's state, it was estimated that 138,000 children were without care every day after school (Florida House of Representatives, 1985). In the writer's county, a survey conducted in 1984 by the YMCA for the LAC reported a need for after-school care for 1,999 children. By grade level the need was:

kindergarten	192
first grade	334
second grade	329
third grade	348
fourth grade	338

fifth grade	269
sixth grade	189 (Latchkey Advocacy Committee

Report, 1985). This enormous need for school-age child care has only begun to receive national attention within the past several years (Baden, et al., 1982).

Testifying before the House of Representatives Select Committee on Children, Youth, and Families in Washington, D. C., Sheila B. Kamerman stated that little is known about primary school-aged children with working mothers, particularly those aged about 6 to 10. No national data exists on where these children are after school or when school is closed (Congress of the United States, 1984).

No precise idea of the size of the "latchkey" population can be obtained from public or private analysts, and estimates range from about 2 million to 7 million children without care or supervision after school (Florida House of Representatives, 1985). Child care experience in the United States has been concentrated in preschool care, thus preschool programs are often the model used when organizing school-age programs. However, the interests and the needs of school-age children are quite different from those of preschool children.

The YMCA, the agency in the writer's state most commonly involved in contracting for school-age child care, developed a curriculum for its program. The YMCA curriculum was designed for children ranging in age from 5 to 12 and was developed by attempting to reach a middle ground. This curriculum acknowledged that 5 and 12-year-olds are at different developmental levels and need different challenges and programs but assigned to the staff the task of adapting the curriculum to the skill levels

and interests of each particular group (YMCA, 1982).

There are a variety of programs for school-age child care; but a program that works well in one community may not always work well in another community although some parts of the program will be successful (Baden, et al., 1982). The lack of time to prepare a curriculum for this specific program and the failure of other existing curriculums to meet the needs of this program were the causes of the problem.

Relation of the Problem to the Literature

The newness of this topic is demonstrated by the fact that in the Library of Congress Subject Headings, (1980) there is no listing for school-age child care. The descriptor "School-Age Child Care" was only added to the ERIC Thesaurus in October 1984.

The growing recognition that many youngsters have become "latchkey" children is responsible for the emerging concern in this past decade with the care of school-age children (Comfort & Williams, 1985). The term "latchkey" derives from the custom of children wearing house keys around their necks (Baden, et al., 1982). These elementary school-age children often leave an empty house in the morning and usually come home to an empty house in the afternoon. According to Comfort and Williams, latchkey children of working parents are frequently left unsupervised for 3 to 4 hours each week day.

Many school-based programs were begun during the 1970s. After more than 80 years as an orphanage, in 1973 the Hephzibah Children's Association in Oak Park, Illinois, changed from residential care to providing school-age child care at one public school. Currently Hephzibah administers programs at two school-based sites as well as at its original home location (Baden, et

al., 1982). The Afterschool Day Care Association, Incorporated, Madison, Wisconsin, was formed in 1974 with initial funding for programs coming from the University of Wisconsin. Eight of the association's nine programs operate in the public schools (Long & Long, 1983). Latchkey, Inc., was begun in 1976 through the cooperation of the local school system, the Juvenile Welfare Board, community support, and a start-up sum of $27.90. It is now operating programs in public elementary schools in two Florida counties (Morlock, 1984).

A variety of models of school-age care now exist as communities seek creative solutions to this problem. Baden, et al. (1982) stated their belief that there is not one particular model that is suitable for all communities. They contended that a program that works well in one community will not always work well in another community, although some parts of the program will be successful.

Latchkey, a private nonprofit agency, cited by Long and Long (1983) as a program that worked, based its school-age child care curriculum on three types of activity centers. The conceptual framework of the Latchkey curriculum had six major developmental components: self-identity and self-worth, socialization, motor competence, cognitive processing, creative expression, and recreational pursuits (Morlock, 1984). Prime Time, the YMCA's curriculum, tightly structured activities following monthly themes which progressed from individual awareness to awareness of the universe (YMCA, 1982).

The school as a base for the operation of school-age child care was recommended. Children remain at one location all day, eliminating transportation concerns. The use of schools at low or no rent results in

lower parent fees and/or increased staff salaries (Baden, et al., 1982). Ellen Gannett stated that a telephone survey done in 1979 and 1980 by the School-Age Child Care Project, Wellesley College, Maine, interviewing more than 171 programs, found that more than half of the programs indicated some relationship with public schools (Congress of the United States, 1984). When designing a curriculum for a school-age child care program, attention should be paid to the needs and strengths of the children in the program, the community's characteristics, the skills of the staff, days and hours of the program's operation, and the goals of the program (Baden, et al., 1982).

Zavitkosky (1980) stated that five myths about school-age child care exist, the second of which is: "Almost anyone who is friendly, warm and breathing can develop and carry out a program meeting the many needs of school-age children" (p. 2).

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The general aims of this practicum were:

1. To develop a curriculum for school-age child care that meets the developmental needs (emotional, social, physical, and intellectual) of children in grades K-3.

2. To develop a curriculum that will answer the criticism directed at the pilot program, that of poor programming and supervision of children.

Behavioral Expectations

The behaviors expected at the completion of this practicum were:

1. Children participating in the practicum will improve in self-awareness, sensitivity to others, self-confidence, personal effectiveness, interpersonal comprehension, and tolerance.

2. Children participating in the practicum will improve in self-adjustment, home adjustment, social adjustment, school adjustment, and physical adjustment.

3. Children participating in the practicum will improve in the physical fitness areas of endurance, flexibility, and strength.

4. Children participating in the practicum will progress in intellectual growth.

5. Parents of children participating in the practicum will demonstrate support of the parent group.

6. Community resources will be utilized by the Before/After School Child Care Program.

7. Volunteers will donate services to the Before/After School Child Care Program.

8. At the site of the practicum implementation, the Before/After School Child Care Program will meet state, local, and agency child-care standards for curriculum planning and implementation.

Standards of Performance

The standards of performance used to measure behavioral expections were:

1. When evaluated on a pre and postprofile to measure progress in self-awareness, sensitivity to others, self-confidence, personal effectiveness, interpersonal comprehension, and tolerance, 80% of the children participating in the practicum will show improvement on four of six scales.

2. When rated on a pre and postscale to measure self-adjustment, home adjustment, social adjustment, and physical adjustment, 80% of the children participating in the practicum will show improvement on the total adjustment score: The Personality Total Adjustment Score.

3. When tested on a pre and posttest of physical fitness, 80% of the children, grades 1 through 3, participating in the practicum will show improvement in endurance, flexibility, or strength.

4. Each 6 week reporting period when school is in session, 80% of the children participating in the practicum will earn the grade of "C" or better in all academic subjects.

5. Parent group functions will be attended by 70% of the parents of children participating in the practicum.

6. During the practicum, at least 10 community resources will be

utilized by the Before/After School Child Care Program.

7. During the practicum, 100 volunteer hours will be donated to the Before/After School Child Care Program.

8. The Before/After School Child Care Program will be graded "compliance met" on standards for curriculum planning and implementation at the school site of this practicum implementation.

Assessment Instruments

The assessment instruments used to measure the standards of performance were:

1. The Human Development Program Developmental Profiles (Bessell & Palomares, 1970). The Developmental Profile consists of six scales used to evaluate each child's progress. Each scale has a set of descriptions to help the rater make objective ratings. Using the descriptions, the rater determines a number to indicate the child's development on each scale.

2. The Child Behavior Rating Scale (Cassel, 1962). The scale contains 78 items. Each item is descriptive of some aspect of child behavior. These items are classified into five adjustment areas. A profile may be constructed. A Personality Total Adjustment Score may be computed.

3. The Yellow Brick Road (Kallstrom, 1975). The Motor Battery of the Yellow Brick Road has six subtests with six items per subtest. The items are arranged in developmental order or in order of increasing difficulty. The test has a game-like atmosphere. Children play scarecrow games in the Motor Battery of imitation, movement of body parts, spatial relationships, right-left, and draw a person. This will be used to evaluate Kindergarten children.

4. The Nabisco AAU Physical Fitness Test (Amateur Athletic Union

Physical Fitness Program,1985). The Amateur Athletic Union Physical Fitness Test is composed of four required events and six optional events. The child must complete one of the optional events. Required events are an endurance run, bent knee situps, sit and reach, pullups for boys, and flexed arm hang for girls. The optional events are standing long jump, isometric pushups modified (girls), isometric leg squat, a shuttle run, and sprints. This will be used to evaluate children in grades one through three.

5. School report cards will be the measurement tool for intellectual growth. Report cards are issued each six weeks to children in grades one and above. Kindergarten children receive report cards only at the end of each semester. The grade of "C" is equivalent to 70%.

6. Parental support will be assessed by attendance at parent group functions. A list will be kept of those attending parent functions.

7. Use of community resources will be documented in a section of the practicum log.

8. Volunteer hours will be recorded in a section of the practicum log.

9. The program will be monitored using the state tool, Program Quality Assessment (State of Florida Department of Health and Rehabilitative Services, 1987). Six items address program and four items address behavior management and may be rated compliance met or corrective action required.

A log was kept during the implementation of the practicum. This log contained three sections: one to record the use of the community resources, one to record hours donated by volunteers, and one to record unexpected events that occured during the implementation of the practicum. The section containing the unexpected events included departures from the

original plans as well as problems and surprises.

Description of Plans for Analyzing Results

1. The Human Development Program profiles given the children at the beginning and the end of the practicum were compared to verify that 80% of the children have made progress in four of the six scales, self-awareness, sensitivity to others, self-confidence, personal effectiveness, interpersonal comprehension, and tolerance.

2. The scores of pre and post evaluations of the children on the Child Behavior Rating Scale were compared to validate that 80% of the children participating in the practicum have shown improvement on the Total Adjustment Score and score within the range average typical child.

3. The pre-tests and post-tests of physical fitness, the Yellow Brick Road for kindergarteners and the Nabisco AAU Physical Fitness Test for children in grades one through three, were compared to verify that 80% of the children in the practicum have increased in physical fitness.

4. The academic grades of the students were tabulated. This data was reviewed to verify that 80% of the children in the practicum had earned the grade of "C" or better in academic subjects.

5. The number of parents attending each parent group function was recorded and tabulated. This data was reviewed to verify that 70% of the children's parents have attended parent group functions.

6. The list of community resources used was reviewed to verify that ten community resources had been used by the Before/After School Child Care Program. A list of these resources was made from the journal.

7. The list of volunteer hours was reviewed to verify that at least 100 hours had been donated to the Before/After School Child Care Program.

8. The report of the state monitoring tool was reviewed to verify that the Before/After School Child Care Program was graded "compliance met" on section two, Curriculum Planning and Implemtation.

Table 1

Comparison of Outcomes and Evaluation Instruments

Behavioral Expectations	Standards of Performance	Assessment Instruments	Plans for Analyzing Results
1. Children participating in the practicum will improve in self-awareness, sensitivity to others, self-confidence, personal effectiveness, interpersonal comprehension, and tolerance.	1. When evaluated on a pre and postprofile to measure progress in self-awareness, sensitivity to others, self-confidence, personal effectiveness, interpersonal comprehension, and tolerance, 80% of the children participating in the practicum will show improvement on four of six scales.	1. Human Development Program Developmental Profile	1. Table
2. Children participating in the practicum will improve in self-adjustment, home adjustment, social adjustment, school adjustment, and physical adjustment.	2. When rated on a pre and post-scale to measure self-adjustment, home adjustment, social adjustment, and physical adjustment, 80% of the children participating in the practicum will show improvement on the total adjustment score: The Personality Total Adjustment Score.	2. Child Behavior Scale	2. Table
3. Children participating in the practicum will improve in the physical fitness areas of endurance, flexibility, or strength.	3. When tested on a pre and post-test of physical fitness, 80% of the children, grades one through three participating in the practicum will show improvement in endurance, flexibility, or strength.	3. Yellow Brick Road (K) and Nabisco AAU Physical Fitness Test (1-3)	3. Table
4. Children participating in the practicum will progress in intellectual growth.	4. Each six week reporting period when school is in session, 80% of the children participating in the practicum will earn the grade of "C" or better in all academic subjects.	4. Report Cards	4. Bar Graph

(table continues)

Table 1 (continued)

Comparison of Outcomes and Evaluation Instruments

Behavioral Expectations	Standards of Performance	Assessment Instruments	Plans for Analyzing Results
5. Parents of children participating in the practicum will demonstrate support of the parent group.	5. Parent group functions will be attended by 70% of the parents of children participating in the practicum.	5. Attendance at parent group functions	5. Bar Graph
6. Community resources will be utilized by the Before/After School Child Care Program.	6. During the practicum, at least 10 community resources will be utilized by the Before/After School Child Care Program	6. Community resource section of practicum log	6. List
7. Volunteers will donate services to the Before/After School Child Care Program.	7. During the practicum, 100 volunteer hours will be donated to the Before/After School Child Care Program.	7. Volunteer section of practicum log	7. Bar Graph
8. At the site of the practicum implementation, the Before/After School Child Care Program will meet state, local, and agency child-care standards for curriculum planning and implementation.	8. The Before/After School Child Program will be graded "compliance met" on standards for curriculum planning and implementation at the school site of this practicum implementation.	8. Program Quality Assessment	8. Table

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Possible Solutions

As communities across the United States recognized the need for school-age child care a diverse assortment of programs were developed. Telephone hotlines, such as Kids Line in Chicago, Illinois, were established to help children at home alone (Long, 1985). Phone Friend, a program sponsored by a local woman's club in the writer's county, received an average of 30 calls per day in the southern section of the county, it's local calling area (Latchkey Advocacy Committee, 1985). However this service has been canceled due to a lack of volunteers.

Family day care programs have been developed specifically for school-age children by the Family Service Association of Lincoln, Nebraska and by the Children's Center of Reston, Virginia. In these check-in programs children go to a home near their elementary school and can then play in the neighborhood (Baden, et al., 1982). No group sponsored such a program in the writer's county.

Other programs include school-age child care provided by park and recreation departments, churches and private day care centers. One of the fastest growing solutions to the problem of school-age child care is a collaboration between public schools and other organizations (Baden, et al, 1982).

An outstanding example of this model of school-age child care is the Latchkey program operating in Pinellas County, Florida. Lauded by Hawkins (Congress of the United States, 1984) as well as Long & Long (1983) and described by Morlock (1984) this exemplary program is credited by Hoffman

(Congress of the United States, 1984) as contributing greatly to the academic success and emotional growth of children.

In 1985, the LAC recommended a before/after school child care program located on elementary school sites with a local child care association serving as an umbrella agency as the best solution to the needs in the writer's county (School Board Minutes, August, 1985). A pilot School-Age Child Care Program was begun in three elementary schools and served 87 children K-6 the first year. Some advantages of this program model were:

1. Suitable and familiar space for children
2. No transportation costs or worries
3. No cost to program for facilities other than utilities and custodial services,thus lower fees to parents and higher salaries for staff were possible
4. Opportunities for communication between program staff and school faculty.

Some disadvantages of this program model were:

1. Program must move if school activities require the use of the space
2. Program may not be welcome by school administration and staff
3. Schools in this area are overcrowded and the program adds to the facilities' burden
4. Private day care centers may feel the program is unfair competition.

The YMCA used their curriculum, Prime Time, in the pilot program. This curriculum was organized along monthly themes beginning with a Me

Month and expanding to Family Month, Friends Month, Neighborhood Month, City Month, State Month, Country Month, World Month, and Universe Month. Children who remain in the program several years may tire of repeating the same activities each year.

Description and Justification for Solution Selected

The writer developed a curriculum (see Appendix A) based on the developmental needs of children in kindergarten, first, second, and third grade. This curriculum was constructed in the form of a menu with activities designed to facilitate growth emotionally, socially, physically, and intellectually. Thus the curriculum addressed the total development of each child. These activities were listed in order of developmental sequence.

Activities in the affective domain were arranged in a sequence to meet the needs described by Maslow's hierarchy (1954). In the social domain, the psychomotor domain, and the cognitive domain the activities were organized by grade level.

A theme unified the activities and the theme continued for a given length of time. The time period of each theme matched the grading period of the school district. The children chose the theme after the first time period.

A daily routine was established. Some things were done everyday on a regular basis. Each day there were activities designed to promote progress in each of the four domains. Each day there were structured and unstructured activities. Each day there were opportunities to participate in large group activities and small group activities. There were regular team meetings.

This curriculum emphasized democratic principles and processes. The

curriculum offered the children opportunities to make choices about the things they do, both as individuals and in groups. Each child selected an interest group that was set up to meet for an agreed period of time.

While providing opportunities for children to play and have fun, this curriculum was not simply a recreation program. Conversely, while providing opportunities for cognitive growth, this curriculum was not simply a longer school day.

This curriculum was designed to be used by the Before/After School Child Care Program at a specific site. However, the writer attempted to prepare a curriculum that may be used at other sites and by other programs. The uniqueness of this curriculum is its organization.

The menu matrix format of this curriculum offered several advantages. One was that the curriculum was extremely flexible. The Before/After School Child Care Program was located on the stage of a school cafeteria. When school activities required the use of this space the program had to move. Outside alternatives were a small fenced area or the blacktop, a paved area adjacent to the cafeteria. Inclement weather at these times forced the program to go to the community library, which is located on the campus. Flexibility was required by the program's circumstances.

A second advantage of the menu matrix was adaptability. Suitable activities may be selected from each domain to match any given population of children within the four grade levels.

This curriculum may also be adapted for other sites and by other programs. Staff members with varying degrees of training and experience were able to implement the curriculum by selecting appropriate activities from each of the domains.

Variety was another advantage of the menu format. Children who remained in the program for several years did not have to repeat the same series of activities year after year.

This curriculum met the criteria given in the book School-Age Child Care An Action Manual. The authors state that a school-age child care program should:

" 1. Capitalize on the interests of the children
2. Consider the range of experiences an activity can provide
3. Use the community as much as possible
4. Capitalize on the myriad of opportunities that present themselves for informal, social learning
5. Build upon the special talents and interests of staff
6. Allow for spontaneity and serendipity
7. Agree upon and communicate clear, consistent expectations and limits to children
8. Take an integrated, total approach to planning and carrying out the program
9. Balance the day's activities so that there are structured and unstructured times, teacher-directed and child-initiated experiences, and a range of activity options as well" (Baden, et al., 1982, p 384).

The name of the curriculum was The Star Team. The team concept was an important component of two domains, the affective domain and the social domain. Participation in regular team meetings gave children in the program the opportunity to develop the skills they need for effective personal adjustment and for decision making. The children practiced

showing of acceptance, listening to and paying attention to others, and focusing on feelings.

The team meeting offered the children an opportunity to share their feelings about a given topic. During the meetings each child had a turn to respond to the topic, or could choose not to speak. In the meeting the leader modeled acceptance of each child's feelings, listened and attended to each child who spoke. The leader listened reflectively repeating back to the child what the leader had heard, focused on the feelings involved in the child's statement. The children listened to the person who spoke. The children kept their hands and feet away from others. Interruptions and put downs were not allowed during the team meeting.

Team meetings also contributed to social growth. The team meetings held on a regular basis also gave the children experience in the democratic proces and in a problem-solving group. At these meetings children had an opportunity to discuss the things that concerned them. Fair and satisfactory solutions to problems were sought. William Glasser (1969) states we must teach children decision making and help them acquire the ability to follow through on decisions. In order to facilitate this he recommends classroom meetings. The many social problems of school children are best attacked through the use of a problem-solving group. Kindergarten children can learn that each child has both individual and group responsibilities. Children who learn to participate in a problem-solving group when they enter school will learn that they can use their brains as a group and as individuals to solve problems associated with living in their school world.

Other components that foster growth in the social domain centered

on play activities and games.

The psychomotor domain was the third section of the curriculum. Progress in physical development was provided by basic skill games, tag games, relay games, and ball control games.

Basic skill games (low organized games) provided vigorous activity. Tag games utilized the basic skills of: running, dodging, chasing, feinting, and tagging. Relay games required some organization and cooperation among team members. Relay games also provided experience in the basic skills. The basic skill of ball control was enhanced with ball control games. Gross body movements in maneuvering are utilized in position games.

Activities in art, drama, and other creative activities were the components used to encourage growth in the cognitive domain. The ability to see, feel, hear, smell, and taste was the child's contact with the environment. Art activities enhanced the development of this perceptual sensitivity and thus expanded the child's intellectual capacity. Art also contributed to a child's emotional growth by providing a socially acceptable opportunity to express feelings including those of anger and fear.

All children should be afforded creative opportunities. Play, art, story telling and child drama are the tools by which the capacities of the child may be expanded. The child experiments with new ideas, expresses feelings, experiences fantasies, and resolves fears through such creative activities. Art and dramatic play are the child's natural forms for experimentation with symbolic representation. Piaget feels that essentially the symbol is the expression of the child's present reality (Williams and Wood, 1977).

In Just Pretending Segal and Adcock (1981) acknowledge that there is a universal appeal to fantasy. Additionally they state that a positive

correlation has been reported between pretending and the desirable qualities of intelligence, creativity impulse control, positive affect, and communication skills.

The calendar plan which the writer followed in implementing this practicum is presented in Appendix B.

Report of Action Taken

The writer developed a curriculum for the Before/After School Child Care Program. This curriculum was based on the writer's ten years of teaching experience. Dreikurs (1964), Faber and Mazlish (1980), Fait (1976), Geri (1955), Glasser (1969), Lowenfield and Briltain (1975), Maslow (1954), Palomares, U. and Ball, G. (1972), and Williams and Wood (1977) were sources used in developing the curriculum.

Concurrent with the development of the curriculum, the writer began classes to become a parent group leader, began to seek volunteers for the program, and began to seek community resources for the program. Many of the parents whose children attended the Before/After School Child Care Program were young single parents, thus parent education was planned as part of each parent group function. The writer met with church groups and groups of retirees and attempted to organize a corps of volunteers who would spend time with the children, play games with them, and share skills such as knitting, quilting, etc. Due to transportation problems, costs, and time involved, this project was aborted. The writer met with various youth groups and organizations serving youth, to organize interest groups for the program. Arrangements were made to have a Daisy Girl Scout group for kindergarten girls, however the parents were not willing or not able to pay the extra costs required so this, too, was abandoned.

The writer held a meeting with the site director to examine and discuss the Star Team Curriculum before the beginning of school. A close working relationship had been established with the site director. It was decided to train the staff members in the implementation of the Star Team Curriculum as they worked in the program. Training required by the child care association preempted all other available training time. The writer assisted the site director at the child care program on Monday and Wednesday throughout the practicum implementation time period. At this time staff training was accomplished and the implementation of the curriculum was monitored by the writer.

The Before/After School Child Care Program was at capacity with a waiting list all during the practicum implementation time period. There was a constant turnover as children came and left. One of the difficulties encountered was obtaining parent permission for children to participate in the practicum. Many parents were reluctant to sign the permission letters, some never signed. The writer administered the assessment instruments as soon as parent permission was granted, but a lack of parent permission caused a delay in the original assessment of some of the children and all of the pretests were not completed according to the schedule. Students who entered the program after the second six weeks grading period began were not included in the practicum.

The writer acted as consultant to the Before/After School Child Care Program and assisted the site director in problem solving. A constant problem was to find alternate locations when the program was ejected from the cafeteria, the weather was inclement, and the community library was unavailable.

Parent group functions were organized by the writer. Four of the five planned parent group meetings were held. The first was canceled as the site director was unable to attend due to an illness in her family. Two parent group meetings were pot luck dinners. The children made and served ice cream at another parent group function. Food was also served at the other parent group meeting. A day's activities of the Before/After School Child Care Program was video taped and shown at one parent group meeting. At another of the parent group meetings the children's art and craft work was displayed. Parenting skills were presented at each parent group meeting.

Throughout the practicum implementation time, the writer sought assistance for the Before/After School Child Care Program from community organizations. As needs occurred the appropriate community resources were located and utilized. Some of the needs were for various supplies. Other needs were funds, the use of facilities and equipment, or special services (video taping).

Volunteers to provide services to the Before/After School Child Care Program were solicited by the writer. These volunteers contributed to the program in a variety of ways. A teacher employed at the school where the program is located taught a dance group and another provided homework assistance to the children. Volunteers spent a day video taping the activities of one complete day. Broken equipment was repaired by volunteers. Volunteers read stories to the children and played games with them. Some volunteers made commitments to the program which they failed to keep.

CHAPTER V

RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

Results

The general goals of this practicum were met. A curriculum for school-age child care designed to meet the developmental needs (emotional, social, physical, and intellectual) of children in grades K-3 and to answer the criticism directed at the pilot program, poor programming and supervision of children, was developed and implemented. The ways in which the objectives were met are as follows:

1. The first objective was that children who participated in the practicum would improve in self-awareness, sensitivity to others, self-confidence, personal effectiveness, interpersonal comprehension, and tolerance as demonstrated by improved scores on the Human Developmental Profile (see Table 2). One hundred percent of the children in the practicum made progress in five of the six scales that comprise the Human Developmental Profile.

The curriculum required an established daily routine, democratic principles and processes, positive discipline, and regular team meetings each of which may have contributed to the emotional growth of the children who participated in the practicum.

2. The second objective was that children who participated in the practicum would improve in self-adjustment, home adjustment, social adjustment, and physical adjustment as shown by improved scores on the Personality Total Adjustment Score (see Table 3).

Table 2

Percent of Children Who Improved on Human Developmental Profile

	Scale					
	1	2	3	4	5	6
Grade						
Kindergarten	94	100	100	100	100	100
First	92	100	100	100	100	100
Second	100	100	100	88	100	100
Third	86	100	100	100	100	100

Note: Scale 1 = Self-awareness; Scale 2 = Sensitivity to Others; Scale 3 = Self-confidence; Scale 4 = Personal Effectiveness; Scale 5 = Interpersonal Comprehension; Scale 6 = Tolerance

Table 3

Percent of Children Who Improved on the Personality Total Adjustment Score

Grade	Improved on the Personality Total Adjustment Score	Range Average Typical Child
Kindergarten	100	100
First	100	100
Second	100	100
Third	100	86

One hundred percent (46 of 46) of the children made progress in adjustment and 98% (45 of 46) scored within the range average typical child.

Team meetings, games, fun activities, and drama activities were components of the curriculum that may have contributed to social growth of the children who participated in the practicum.

Due to the limited space allowed the Before/After School Child Care Program, children were not segregated into age groups, except the kindergartners during the time the others were still in school. The children were able to socialize and mingle with children of other ages, as they might at home or in neighborhood play groups. At the end of the school day, all children were offered a variety of activities from which to choose. The children were free to remain at their chosen activity as long as they wished. No scheduled period changes or time limits were imposed on these activities. The achievement of Objective 1 (emotional growth) and Objective 2 (social growth) may have been helped by the freedom to choose play companions and the freedom from set scheduled activity changes.

3. The third objective was that children who participated in the practicum would improve in the physical fitness areas of endurance, flexibility, or strength (see Table 4). Ninety-one percent (41 of 45) of the children who participated in the practicum improved in the physical fitness areas tested. One child had a cast on one leg and was unable to take the posttest. Activities and games designed to develop gross motor skills were offered every day. Objective 3 (physical growth) may have been attained due to this daily exercise.

4. The fourth objective was that children who participated in the practicum would make progress in intellectual growth (see Figures 1 and 2).

Table 4

Percent of Children Who Improved on the Yellow Brick Road or President's Physical Fitness Test

Grade	Yellow Brick Road	President's Physical Fitness
Kindergarten	94 (16 of 17)	
First		79 (11 of 14)
Second		100 (8 of 8)
Third		100 (6 of 6)
Totals	94 (16 of 17)	89 (25 of 28)

Note: Kindergarten children were evaluated with Yellow Brick Road Children in first through third grade were evaluated with the President's Physical Fitness Test.

Figure 1. Grades one, two, and three students who earned C or better on report card.

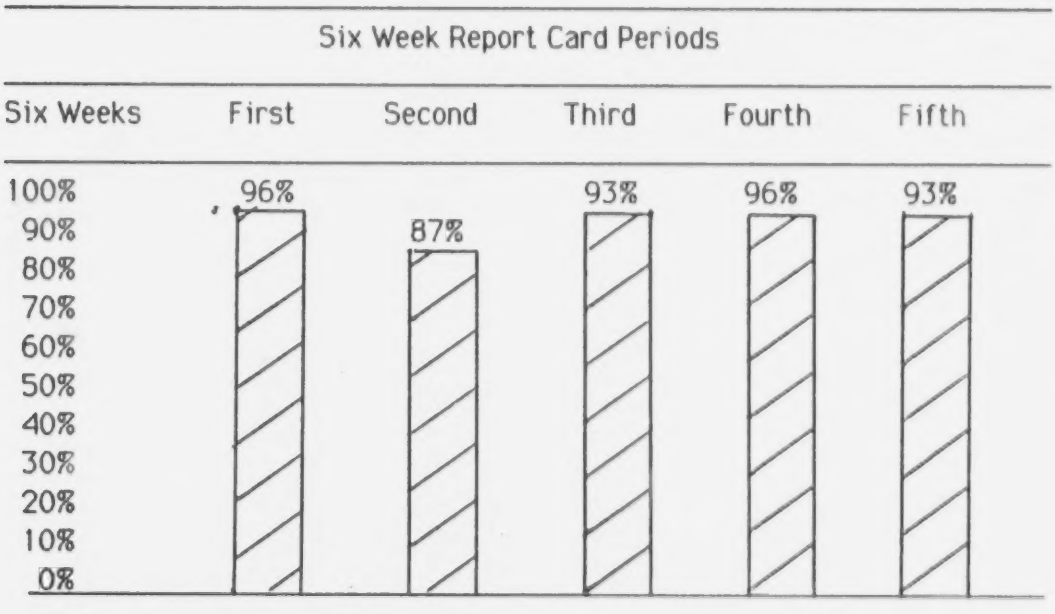
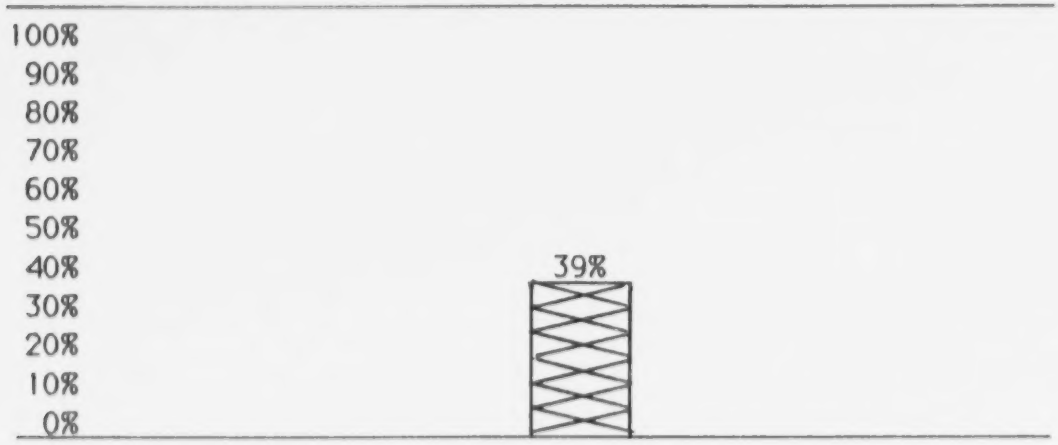


Figure 2. Kindergarten Students Who Earned S on Report Card.



As shown in Figure 1, 89% of the children (25 of 28) in grades 1 through 3 earned the grade of "C" or better in academic subjects. As shown in Figure 2, 39% of kindergarten children (7 of 18) received "S" at the end of the semester. Seventy percent of children (32 of 46) who participated in the practicum earned passing grades.

Objective 4 was one of the two unmet objectives of this practicum. The results of Objective 4 show that the percentage of children participating in the practicum who earned passing grades was 70% (32 of 46). The percentage of children in grades 1 through 3 who earned the grade of "C" or better in academic subjects was 89% (25 of 28). Only 35% (7 of 18) of the kindergarten children earned "S" at the end of the semester.

At the site of the practicum, the retention rate for the 1986-87 school year for kindergarten students was 46% (79 of 171); for the first grade it was 5% (6 of 19); for second grade it was 2% (2 of 95); and for third grade it was 4% (4 of 105) (Meadowlane Elementary School Annual Report, 1987-88).

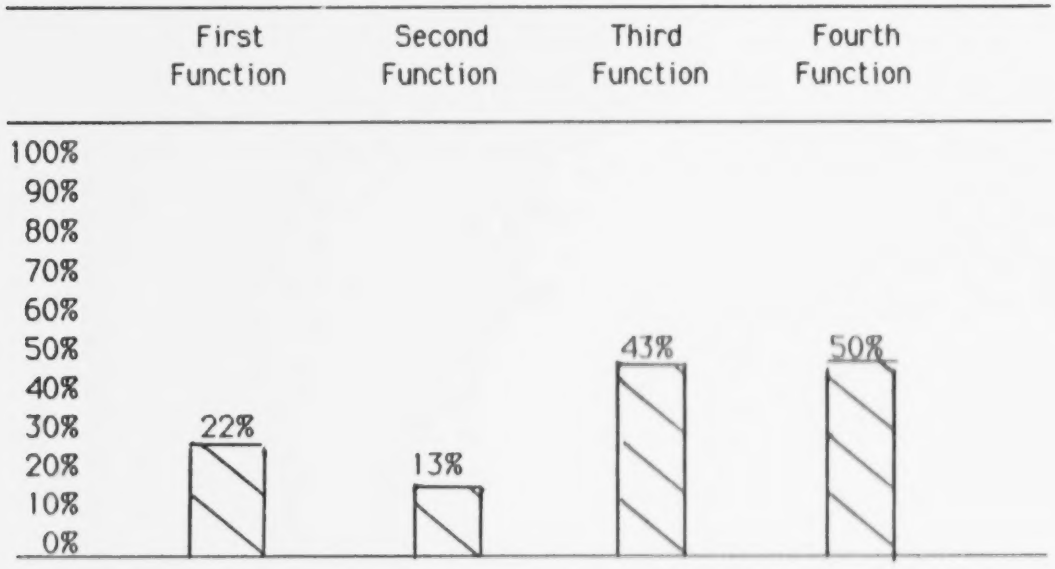
Much of what used to be presented in the first grade is now taught in kindergarten as a result of the "curriculum shove-down" which has occurred in past years (Uphoff & Gilmore, 1985). The high rate of unsatisfactory grades earned by kindergarten students may indicate that these children are not ready for formal schooling. Elkind (1981) believed that there is a great pressure on children in middle-class America to grow up fast and to achieve early in the area of sports, academics, and social interaction.

The writer's state requires that children entering public kindergarten by 5 years of age on September 1 and children entering the first grade be 6 years old on September1. Kindergarten attendance is required in the writer's school district.

Currently, there is a controversy over which is best to use as a basis for when children enter school, chronological age or developmental readiness. Shepard and Smith (1986) asserted "there is no achievement benefit in retaining a child in kindergarten or first grade" (p. 84). The writer's school district began a Developmental Placement Program, a 2-year kindergarten, in 1981 and used the Gesell School Readiness Test to determine placement of children. An evaluation of the Developmental Placement Program reported that "students who have participated in the Developmental Placement Program, as a group, are achieving above the national average in reading and mathematics at the end of the first, second, and third grade" (Brevard County School District, 1986-87, p. 14).

5. The fifth objective was that parents of the children participating in the practicum would demonstrate support of the parent group by attending parent group functions (see Figure 3). Four parent group functions were

Figure 3. Parent Attendance at Parent Group Functions.



held; one was canceled. The first two functions were pot luck dinners and began one hour after the center closed. The next two functions were timed to begin as parents came to pick up their children, thus parents were not required to make an extra trip. As shown in Figure 3, 50% of parents (23 of 46) demonstrated support of the parent group by attendance at a parent group function.

Objective 5 was the other unmet objective of the practicum. Fulfillment of this objective required that 70% of the parents of the children participating in the practicum attend parent group functions. The writer believes that attendance at parent group functions was not a good measuring tool of parent support of the Before/After School Child Care Program. A survey conducted in December reported strong parent satisfaction and support of the program (Child Care Association of Brevard

County, 1987).

6. The sixth objective was that community resources would be utilized by the program. The community organizations which provided resources utilized by the program were:

A. American Baseball Association

B. Beautification Committee of Cape Canaveral

C. Doubles Hoagies

D. Eau Gallie Civic Auditorium

E. G. and T. Shelf Rental

F. Kopy Kat Printing

G. Melbourne Area Junior Woman's Club

H. Melbourne City Hall

I. Popcorn Productions

J. West Melbourne Community Library

K. West Melbourne Raquetball/Handball Courts

L. West Melbourne Tennis Courts

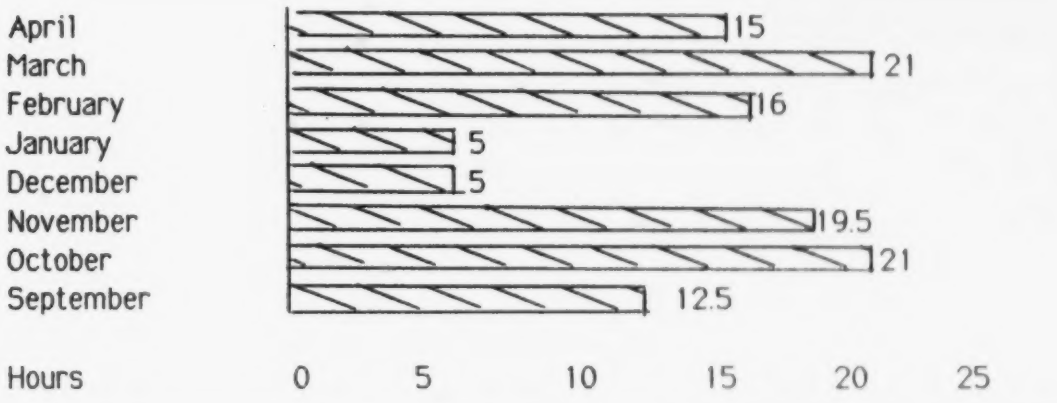
M. School Board of Brevard County

These community organizations provided funds, supplies, use of facilities and equipment, or special services to the Before/After School Child Care Program.

7. The seventh objective was that volunteers would donate services to the Before/After School Child Care Program (see Figure 4). One hundred fifteen hours were contributed to the program.

Volunteers taught interest groups, provided homework assistance, repaired equipment, read to the children, and played games with the

Figure 4. Volunteer Hours.



children.

8. The eighth objective was that the Before/After School Child Care Program would meet state, local, and agency child-care standards for curriculum planning and implementation (see Table 5). As shown in Table 5 the Before/After School Child Care Program was graded "compliance met" on standards for curriculum planning and implementation at the site of the practicum implementation. The achievement of this objective may have been due to the Star Team Curriculum.

Conclusions

The goal of developing a curriculum for school-age child care that meets the developmental needs (emotional, social, physical, and intellectual) of children K-3 and answers the criticism directed at the pilot program was met. Six of the practicum's eight objectives were achieved; objectives 1, 2, 3, 6, 7, and 8. Failure to achieve the fourth objective may

Table 5

Results of Monitoring Reports

Date	Daily Routine and Comments	Program Activities
12/15	31 points 4 bonus points 35 points	Schedule is balanced and age appropriate.
2/23/88	31 points 6 bonus points 37 points	Schedule is very balanced, transitions are smooth.

have been due to the fact that much of what used to be presented in first grade is now taught in kindergarten and many kindergarten children are not ready for formal schooling. Failure to achieve the fifth objective may have been due to the fact that the writer chose a poor tool to measure parent support. Support of the Before/After School Child Care Program was demonstrated by the school board when members voted to extend the program to three new sites during the next school year (School Board Minutes, March 1988). In an interview by the writer, the school principal at the site of the practicum termed the program in general "wonderful". The achievement of the goals of this practicum may have helped to gain this support of the program.

Recommendations

This curriculum, The Star Team, is in its infant stage. More activities

should be added under each of the domains and new community resources should be identified and utilized. An organization similar to the Pink Ladies of many hospitals should be formed of volunteers who would donate time to the Before/After School Child Care Program.

A problem that is recognized by all who are involved with the Before/After School Child Care Program is that of space. Alternate space should be made available to the program when the cafeteria is in use by the school. Ideally the program would have a room of it's own, but as elementary schools in this district are experiencing a population boom this is unlikely.

Dissemination

A copy of The Star Team Curriculum was given to the Director of Programs for the Child Care Association in the county with permission to reproduce and use it at all program sites. The director of a private children's center in another state has also been sent a copy to use. The writer appreared before the school board in behalf of the Before/After School Child Care Program and participated in a panel discussion on services for latchkey children at a retreat for several local churches. The writer plans to present the curriculum to a local early childhood organization in the near future.

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Appendix A

The Star Team

A Curriculum for the Before/After School Child Care Program

Scope and Sequence

This curriculum is intended for children in the Before/After School Child Care Program. It is designed to meet the developmental needs (emotional, social, physical, and intellectual) of children in kindergarten, first, second, and third grades.

Goal

The goal of this curriculum is to provide opportunities for children to learn about themselves and others in an informal setting.

Format

This curriculum is constructed in the form of a menu with activities designed to facilitate growth emotionally, socially, physically, and intellectually. Thus, the curriculum will address the total development of each child. These activities are listed in order of developmental sequence.

Behavioral Expectations

Children in the program will improve in self-awareness, sensitivity to others, self-confidence, personal effectiveness, interpersonal comprehension, and tolerance.

Children in the program will improve in self-adjustment, home adjustment, social adjustment, school adjustment, and physical adjustment.

Children in the program will improve in the physical fitness areas of endurance, flexibility, and strength.

Children in the program will progress in intellectual growth.

Standards of Performance

When evaluated on a pre and postprofile to measure progress in self-awareness, sensitivity to others, self-confidence, personal effectiveness, interpersonal comprehension, and tolerance, 80% of the children in the program will show improvement on four of six scales.

When rated on a pre and postscale to measure self-adjustment, home adjustment, social adjustment, and physical adjustment, 80% of the children participating in the program will show improvement on the total adjustment score: The Personality Total Adjustment Score.

When tested on a pre and posttest of physical fitness, 80% of the children, grades 1 through 3, in the program will show improvement in endurance, flexibility, and strength.

Each 6 week reporting period when school is in session, 80% of the children in the program will earn the grade of "C" or better in all academic subjects.

Assessment Instruments

Children will be evaluated on the Human Development Program Developmental Profiles (Bessell & Palomares, 1970). The Developmental Profiles consist of six scales used to evaluate each child's progress. Each scale has a set of descriptions to help the rater make objective ratings. Using the descriptions, the rater determines a number to indicate the child's development on each scale.

Children will be evaluated on the Child Behavior Rating Scale (Cassel, 1962). The scale contains 78 items. Each item is descriptive of some

aspect of child behavior. These items are classified into five adjustment areas. A profile may be constructed. A Personality Total Adjustment Score may be computed.

Kindergarten children will be evaluated for physical fitness on the physical section of the Yellow Brick Road (Kallstrom, 1975). The Motor Battery of the Yellow Brick Road has six subtests with six items per subtest. The items are arranged in developmental order or in order of increasing difficulty. The test has a game-like atmosphere. Children play scarecrow games in the Motor Battery of imitation, movement of body parts, spatial relationships, right-left, and draw a person.

Children in grades 1 through 3 will be evaluated on the Nabisco AAU Physical Fitness Test (Amateur Athletic Union Physical Fitness Program, 1985). The Amateur Athletic Union Physical Fitness Test is composed of four required events and six optional events. Children must complete one of the optional events. Required events are an endurance run, bent knee sit-ups, sit and reach, pull-ups for boys and flexed arm hang for girls. The optional events are standing long jump, isometric push-ups modified (girls), isometric leg squat, a shuttle run, and sprints.

School report cards will be the measurement tool for intellectual growth. Report cards are issued each 6 weeks to children in grades 1 and above. Kindergarten children receive report cards only at the end of each semester. The grade of "C" is equivalent to 70%.

Affective Domain

The affective domain is concerned with the emotional development of children. Children need to feel safe and secure; they have love and belonging

needs; and they need to develop the feeling of self-esteem.

In order to meet the safety and security needs of children establish:

1. a daily routine that allows children to know what to expect;
   display the schedule;
2. democratic principles and processes which permit the children to make choices;
   give children opportunities, within limits, to make choices about the things that affect them and allow them to experience the consequences of their choices;
   allow the children to choose by majority vote the themes that unify the activities;
3. positive discipline that uses natural and logical consequences;
   let children know what to expect;
   redirect unwanted behaviors;
   have positive expectations;
   give a warning;
   let children air their feelings;
   be firm but kind;
   use the phrase "as soon as";
   maintain limits;
   offer choices instead of threats;
   make realistic requests;
   let the child find a remedy;
   stress cooperation;
   help the child take responsibility;

notice effort and improvement;

appreciate and acknowledge good behavior;

when inappropriate attention seeking behavior occurs, ignore it unless the child is hurting others or destroying property;

use time out when misbehavior cannot be ignored.

Love and belonging needs may be addressed through membership in a group:

1. Regular team meetings help develop the feeling of belonging; begin team meetings with circle response sharing something positive as:

   my favorite color is . . .

   my favorite song is . . .

   my favorite dessert is . . .

   my favorite flower is . . .

   my favorite toy is . . .

   my favorite holiday is . . .

   my favorite vegetable is . . .

   my favorite sport is . . .

   my favorite place is . . .

   my favorite TV program is . . .

   my favorite game is . . .

   my favorite day of the week is . . .

   my favorite animal is . . .

   the best thing that happened to me today was . . .

2. Regular team meetings provide practice in democratic processes

group planning time,

old business,

new business,

problems,

concerns.

Team meetings should last only about 20 to 30 minutes. The total agenda need not be covered at each meeting but should always begin with circle response.

3. Interest groups tend to become cohesive groups;
allow the children to suggest what kinds of interest groups to form:

bookbuddies,

dance,

drama,

gymnastics,

host/hostess,

news reporters,

snack cooks,

stamp collectors.

Self-esteem needs may be satisfied through craft work, art, participation in dramatics, or achievement of physical skills.

Social Domain

How a child feels and behaves toward himself/herself and other people is the area of the social domain.

The team meetings will contribute to social growth. Many social

problems of school children are best attacked through the use of a problem solving group.

Drama is an activity that promotes social growth.

imaginative play;

nursery rhymes and familiar stories are good subjects to act out;

original plays written by the children;

plays found in children's books;

puppets can serve as actors.

Games and fun activities are other components that foster growth in the social domain. Heterogenous age groups played at centers.

Activities for centers:

cars and trucks,

dolls, especially Barbie dolls,

jigsaw puzzles,

Legos,

Light Brite,

Lincoln Logs,

miniatures,

cowboys and indians,

farm and zoo animals,

soldiers,

sandbox with toys,

Tinker Toys,

Games,

card games,

Crazy 8,

Rummy,

Uno,

War,

Kindergarten games:

Farmer in the Dell,

Drop the Hankie,

Ring-Around-the-Rosy,

Mulberry Bush,

First grade games:

Heads Up, Seven Up,

Hide and Seek,

Doggie, Doggie, Where's Your Bone?

Second grade games:

Applause,

Tug of War,

Simon Says,

Kick the Can,

Third grade games:

Rhythm,

Red Rover,

jacks,

marbles,

Soccer,

Commercial games:

Kindergarten:

Candyland,

Chutes and Ladders,

Dominoes,

My First Game,

Old Maid,

Pizza Party,

First grade:

Aggravation,

Crazy Eight,

Trouble,

War,

Second grade:

Battleship,

Bingo,

Checkers,

Chinese Checkers,

Parcheesi,

Third grade:

Monopoly,

Concentration,

Scrabble,

Password.

Physical Domain

Progress in physical development is advanced by basic skill games, tag

games, relay gmes, and ball control games.

Games

Kindergarten and First Grade:

Chase the Rabbit

Children sit or stand in a circle facing the center. A bean bag is identified as a rabbit and another as a fox. The game begins when one child is passed the rabbit bean bag and another child is given the fox bean bag. The rabbit is carried around the outside of the circle and is chased by the fox. If the rabbit returns safely to the original spot that child runs again, chased by a new fox.

Duck, Duck, Grey Duck

Children form a circle. A child is selected to be it and that child's place is left vacant. The child who is it walks around the circle touching some children and saying "duck, duck." When a child is touched as the child who is it says "duck, duck, grey duck," the touched child chases the child who is it back to the vacant place in the circle. If the touched child catches the child who is it the touched child becomes it.

Line Ball

Mark three parallel lines, the first line is a rolling line, the second is a goal line and the third is a starting line. The player chosen as it stands behind the rolling line. All others stand behind the starting line. It rolls the ball

toward the goal line and calls the name of a child. The named child must run and catch the ball before it crosses the goal line. If the child does this child becomes it. If the ball rolls past the named child any player may catch the ball and return the ball to the player who is it.

Squat Tag

One child is chosen to be "it". The child attempts to tag one of the other players who run or dodge. They cannot be tagged if they are squatting.

Squirrel in the Trees

Partners form trees by placing both hands on others shoulders. Another child is the squirrel in the tree and stands between the partners. There is an extra squirrel. At the signal all squirrels change trees. The extra player tries to find a tree. Only one squirrel per tree.

Teacher Ball

Several children line up side by side. The child selected as the teacher stands in front of the group. The teacher throws the ball to each child in turn and the child throws it back. One who misses the ball goes to the foot of the line. If the teacher misses the child at the head of the line becomes the teacher.

The Farmer Is Coming

All players except one, the farmer, stand behind the starting line. The farmer seated a distance away gives

the signal for the children to walk forward. When they approach the farmer claps hands and shouts: "The farmer is coming!" and attempts to tag one of the players. The tagged player becomes the new farmer.

Kindergarten through Second Grade:

Circle Relay

Children form circles. A player in each circle is given a handkerchief. This child runs around the circle and gives the handkerchief to the child on the right who repeats the procedure. Each child in the circle has a turn. The circle that finishes first is the winner.

Line Relay

Players form teams in parallel lines and count off. The game leader calls out a number and this player on each team steps out of line and runs clockwise around the line back to the same place. The player who returns first scores a point. The team that scores 15 points first wins.

Midnight

One child is selected to be Mr. Fox and one to be Mother Hen. All other players are chickens. Hen and chickens have a goal line some distance from the fox. Mother Hen leads the chickens to Mr. Fox and asks, "What time is it?" The fox may choose any time to reply. When the answer is midnight, hen and chickens run for goal line with the

fox chasing them. Tagged chickens become Mr. Fox's helpers. The last one tagged is the winner.

Rabbits and Foxes

Two teams are chosen. One is named the rabbits and the other is named the foxes. Both teams stand behind their goal lines. The rabbits come out to play in front of their goal line. One fox calls out "Run, rabbit, run!" Rabbits try to return to their goal line before any fox can catch them. Caught rabbits become foxes. Play continues until there are no rabbits.

Spider and Flies

Mark two goal lines and a circle large enough to hold all players. One player, the spider, squats in the circle while the rest, the flies, stand behind the goal lines. Flies advance and go around the circle to the right. When the spider jumps up, all flies run toward a goal as spider tags as many as possible. All tagged join spider in circle and help catch remaining flies. Last fly tagged is the spider in the next game.

Kindergarten through Third Grade:

Brownies and Fairies

Two teams are chosen. One is named brownies, the other is named fairies. Each team has a goal line. The members of one team turn their backs to their opponents. On a silent signal from the game leader the members

quietly come toward their opponents until the game leader shouts: "The brownies (or fairies) are coming!" The members of the team which has been standing still turn and chase their opponents. Any child tagged before reaching the goal line must join the opposite side. Next the teams reverse roles.

Call Ball

The players form a circle with one in the center. That child throws the ball up and calls the name of a player. The named child tries to catch the ball from the air or on the first bounce. If successful that child becomes the thrower.

Eagle and Sparrows

A child is chosen as the eagle. Others are sparrows. Sparrows must stretch out arms to sides palm up and rotate arms as they run. A sparrow that is tagged becomes the eagle. Any sparrow that stops rotating its arms becomes the eagle.

Hop Tag

Players hop as they play tag. From time to time the game leader will call to change feet.

Pass Relay

Players are in single file. The first player in each line holds a ball and on a signal passes the ball to the next player. As soon as the last player in the line receives

the ball that player runs to the front and passes the ball back again. The winning team is the one whose players return to their original places first. The ball may be passed over the head, through the legs, or over and under.

Shadow Tag

The child who is it tries to step on the shadow of another child's head. When that happens that child becomes it.

First and Second Grade:

Beat the Bunny

The players form a circle. A small ball (bunny) and a large ball (farmer) are given to children on opposite sides of the circle. At a signal both balls are passed in the same direction. Points are scored by the ball that catches up with the other.

Circle Stride Ball

Children form a circle. They stand with their legs straddled and touching the next child's feet. One player stands in the center of the circle and attempts to roll the ball through the other players' legs. Players may not move their legs but may stop or deflect the ball with hands. If the ball passes through a child's legs that child goes to the center.

Hit the Basket

A circle is drawn and a waste basket is set in the center.

The children stand outside of the circle and in turn try to throw the ball into the basket. A point is scored for each basket. After an equal number of turns the child with the highest score wins.

First through Third Grades:

Red Light

Two parallel lines are drawn. All players except one line up on one line. That child stands facing away from others at the goal line. This player who is it counts aloud from 1 to 10, shouts "red light" and turns to face the other players. Players race toward the goal line as the player who is it counts, but must stop when "red light" is spoken. Any child seen moving by the player who is it is sent back to the starting line. When a child reaches the finish line that player is it.

Cognitive Domain

Intellectual development is the concern of the cognitive domain. Activities in art, drama, music, and other creative activities are the components to encourage growth in the cognitive domain.

Homework assistance is offered daily. A quiet, away from others, area to study is provided.

Art

Kindergarten and First Grade:

Body painting

Child paints self while looking in a mirror using tempra

mixed with liquid soap

Collage

Child glues design on paper

Found objects

Beach walk

Nature walk

Magazine pictures

Odds and ends

Material scraps

School box stuff

Paper scraps of different textures

Foot prints

Child paints feet with tempra mixed with liquid soap then walks on paper

Hand prints

Child paints hand with tempra mixed with liquid soap then presses hand on paper

Magic markers

Child draws design to music

Marble painting

Child lays paper flat in a box and rolls over the paper a marble that has been dipped in tempra paint

Mobiles

Child glues string to objects and hangs them from a branch

Pastels and chalk

Child draws pictures of self, family, feelings, or familiar objects

Printing

Sponge printing

Child places a tag board stencil over paper and prints with sponge dipped into paint

String printing

Child dips string into paint then lays the string on paper, next folds the paper to print

Vegetable printing

Child dips cut section of vegetable into paint then presses it onto paper

Sand designs

Child paints design on paper with watered down glue, places paper into box and sprinkles sand over the entire sheet, then lifts gently allowing excess sand to spill into box

Straw painting

Child uses a straw to blow paint across a paper to make design

Tissue paper design

Child paints tag board with watered down glue, tears tissue paper and places it on tag board to make a design

Torn pictures

Child tears rather than cuts paper to paste on a sheet of paper to make a picture

Yarn design

Child draws simple object using glue bottle then lays yarn on glue

Second and Third Grade:

Batik

Child traces simple object on white cotten material, next paints either object or background with Kitchen Jubilee then dips into dye bath

Body outline

Child poses against paper that is taped to wall while another traces the outline of the first child who may color or paint own outline

Burlap and yarn stitchery

Child outlines simple object with yarn on burlap

Crayon etching

Child covers white paper with various colors of crayon as heavy as possible, paint over with soapy black tempra, when dry etch design with scissors or similar object

Diorama

Child constructs scene in shoe box from greeting cards, magazines, and construction paper and uses oak tag to prop up pictures

Rubbings

Child places textured items under paper then rubs over top paper with soft pencil or crayon

Sand casting

Child presses shells or other objects into damp sand or uses wooden stick to draw a design, plaster (3 parts to 1 part water) is poured over design and allowed to harden

Sponge printing

Child folds construction paper and cuts a design then unfolds it, places it on another sheet, dips sponge into paint and prints cutout design

String printing

Child glues string on cardboard in a design, when design is dry, ink with brayer, place face down and roll with rolling pin or like object

Craft Activities

Kindergarten

Shells

Woodworking

First Grade

Latch hook weaving

Leather

Second Grade

Finger Knitting

Beads

Third Grade

Beads

Macrame

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Appendix B

Calendar

June - July 1987	Develop curriculum
July - August 1987	Identify and locate community resources that may be used by the Before/After School Child Care Program.
August 1987	Solicit volunteers who will provide services to the Before/After School Child Care Program.
August 1987	Train the staff.
August 1987	Obtain parent permission for children to participate in practicum.
August 26, 1987	Begin implementation of The Star Team A Curriculum for the Before/After School Child Care Program.
September 14, 1987 - September 18, 1987	Evaluate children on Human Development Program Developmental Profiles
September 21, 1987 - September 25, 1987	Evaluate kindergartners on Yellow Brick Road and first through third graders on the Nabisco AAU Physical Fitness Test.
September 28, 1987 -	Children will be rated on the Child

October 2, 1987	Behavior Rating Scale
October 5, 1987 - October 9, 1987	The first parent group function will occur during this week.
November 16, 1987 - November 20, 1987	The second parent group function will occur during this week.
January 18, 1988 - January 22, 1988	The third parent group function will occur during this week.
Febrary 29, 1988 - March 4, 1988	The fourth parent group function will occur during this week.
April 4, 1988 - April 8, 1988	Children will be reevaluated on Human Development Program Developmental Profiles.
April 11, 1988 - April 15, 1988	Reevaluate kindergartners on Yellow Brick Road and first through third graders on Nabisco AAU Physical Fitness Test. Rate children on the Child Behavior Rating Scale.
April 18, 1988 - April 22, 1988	The fifth parent group function will occur during this week.
April 22, 1988	Practicum implementation period ends.